



The End of Year 1 Expectations in Reading are:

Word Reading:

Can match all 40+ graphemes (letters or groups of letters) to their phonemes (sounds) ([Phase 2 and 3 Letters and Sounds](#)).

Can blend sounds in unfamiliar words containing GPCs (grapheme/phoneme correspondence) that have been taught.

Can read common words ([high frequency words](#)) using phonic knowledge where possible.

Can read common exception words (tricky words) [Phase 2 to Phase 4 \(Letters and Sounds\)](#).

Can read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings e.g. rocks, catches, hunting, hunted, hunter, quickest.

Can read words of more than one syllable that contain taught GPCs e.g. pocket, rabbit, carrot, thunder, sunset .

Can read compound words e.g. football, playground, farmyard, bedroom.

Can read words with contractions, e.g. I'm, I'll, we'll, and understands that the apostrophe represents the omitted letter(s).

Can read words which have the prefix -un added e.g. undo, unfair, unlock.

Can accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Can read phonically decodable texts with confidence (good pace and flow).

Comprehension:

Can listen and respond to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Can say what they like or dislike about a text.

Can link what they read, or hear read, to their own experiences.

Knows some key stories, including traditional tales and fairy stories.

Can recognise and join in with predictable phrases in stories.

Can retell some key stories orally, using narrative language.

Can understand and talk about the main characteristics of the key stories known.

Is learning to appreciate rhymes and poems and can recite some by heart.

Can discuss the meaning of words, linking new meanings to those already known.

Can use what they already know, or draw on background information and vocabulary provided by the teacher, to help them understand a text.

Checks that a text makes sense to them as they read and can correct any miscues (words read incorrectly).

Can talk about the title of a book and significant events contained within the story.

Can begin to draw inferences from the text and/or the illustrations.

Can make predictions based on the events in the text.

Can talk about their responses to a text in a group, taking turns and listening to what others say.

Can clearly explain what they understand about a text that is read to them.